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“GIVE ME A JOKE, PLEASE!”: CREATING A FUN LEARNING BY TEACHERS’ JOKES

Oktari Firda Hibatullah

English Language Education Department, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia
hibatullahfirda@gmail.com

Queen Fiqi Ardlillah

English Language Education Department, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia
queenfiqi@gmail.com

Abstract

There are lot of phenomena that often happened in teaching and learning processes. One of them is the problems faced by the students in their learning processes. For instance, they are feeling demotivated, sleepy, and bored while the processes in classroom. In order to deal with the problems, some of teachers already had a strategy in their teaching process by doing jokes. However, not all of the jokes can resolve the students' problem effectively. Furthermore, the impacts that the students got by the jokes were less investigated deeply by prior studies. Thus, the purposes of this study are knowing the certain jokes that affect the students' learning process and exploring the impacts of the jokes towards the process. This study then narrows the learning process into a language learning process. A qualitative study is used as an approach of this study by conducting classroom observation and interview to collect the data. The data showed that there were several jokes that able to cope with the students' problems, and several good impacts of the

jokes found in the students' language learning processes. To sum up, the teachers' jokes can be a way to create a fun learning which encourages the students in their language learning processes.

Keywords

Teachers' Jokes, Students' Language Learning Processes, Fun Learning, Impact of Joke, Teaching and Learning

1. Introduction

The lack of the good affective aspects variables might affect students' expectation and bring the students into negative attitude. In other words, the affective side of the teacher will determine success or failure of students learning process (Ranjbar & Narafshan, 2016). Considering needs of the teachers to have the good affective aspects are aimed to make the students have such a feeling of comfortable, belief, and open in terms to convey their learning problems so their motivation toward their learning process will be increased (Ranjbar & Narafshan, 2016). There are some specific categories of the affective variables that the teachers should have, according to Al-Mahrooqi, et al. (2015) the categories include treat students fairly, equally, and patiently, tolerant with students' capability, being helpful and even they are having a good sense of joking.

Focusing on the implementation of making jokes, it has a great impact for the teacher to resolve the students' negative attitude such as getting lost of concentration because of sleepiness, getting bored and even demotivated or feeling anxiety. In doing so, the teachers can create a fun learning process and feel easy to encourage students to be engaged with their learning process (Herbert as cited in Jeder, 2014). Moreover, implementing jokes in form of the teachers' actions and dialogue can increase students' attention, enjoyment, relaxation, involving more participation of the students and help to achieve communicative purpose easily, especially in a language learning process (Stroud, 2013).

Hence, creating jokes in classroom teaching and learning processes can be one of the ways to support the teaching and learning success especially in this study context, narrowing on a language learning classroom context. However, a prior investigation conducted by Stroud (2013) revealed that a contradiction of implementing jokes happened in classroom in form of barriers. Mostly, the barrier was found in overdose of giving the jokes that lead "lack of seriousness" learning classroom atmosphere. It also indicated that implementing various kind of the jokes do not always bring a good impact towards the students' learning process. According to the pros and

cons of the impacts came from the teachers jokes that mostly happen on classroom learning in general, it led the researchers curiosity to gain more information about which kind of the jokes affect students' learning process in more specific context, which was students' language learning context. Then, this study also tried to explore the impacts after implementing the jokes during the process.

2. Literature Review

2.1 Fun Learning and Teacher's Jokes

According to Djamarah (2010), fun learning is learning process that is designed in such a way as to provide an atmosphere of fun most importantly it is not boring. Furthermore, Rodrigo (2018) exclaimed that fun Learning is a holistic approach to education with the aim of fostering the passion for learning and continuous development throughout life. One of ways to make fun learning is by giving a joke for students. Joke is a funny story that is said or done in order to entertain and make people laugh. Teachers' joke which is applied appropriately can overcome the problem appears such as demotivated student during learning process (Paterson, 2006 as cited in Ahmad et al., 2018).

2.2 Types of Jokes or Humor in Educational Setting

Wojtaszczyk, and Smith (2006) mentioned there are two types of humor such as appropriate humor and inappropriate humor. Some appropriate humors are related humor behavior linked to material, unrelated behavior not linked to material, self-disparaging humor, and spontaneous humor. Meanwhile inappropriate humor includes humiliating students, degrading others, offensive humor and self-disparaging humor. Moreover, there are seven types of jokes that had positive impacts such as amusing stories, funny quips, jokes, professional jokes, teases, cartoons and riddles (Bryant, Comisky, Crane & Zillman, 1980; Torok, McMorris & Lin, 2006). They also added jokes that had negative impacts for instance mockery, obscene jokes, ethnic related jokes and aggressive jokes or hostile humor. In addition, Ahmad et al. (2018) found some jokes such as jests, cynics, funny facial expressions, and funny stories while in the classroom.

2.3 Impacts of Joke or Humor in Learning Process

Joke or humor is observed as an important component between teacher and learners in learning process. According to Abdullah (2007), jokes play role to deal with boredom and decreasing stress in learning process. The implementation of appropriate humor or joke make students feel comfortable and get positive emotions (Machlev & Karlin, 2016). Mottet, Frymier,

and Bebee (2006) asserted that teacher humor or jokes provides positive affect in learning process. They explained the situation can be conducive so it encourages positive attitudes, high motivation and better academic performance of the learners. But the most important function of humor in the field of education is being able to increase learning potential (Wanzer, Frymier, & Irwin, 2010). They explained impacts of teacher's jokes make learners feel fun, high motivation and did not get bored in classroom. It is in line with Ahmad et al. (2018), the joke elements create a fun learning process situation among learners. Besides, Baid and Lambert (2010) said that doing joke can bridge the gap between teacher and learners so they are comfortable in learning process. A study conducted by Deneire (1995) argued that humor as a tool for explaining students to phonological, morphological, lexical, and syntactic differences within a single language or between a student's source language and the target language. On the other hand, sometimes joke cannot be effective. Too many jokes can impede learning process and disturb teaching plan (Azizinezhad & Hashemi, 2011).

2.4 Theoretical Framework

There is related study about teacher's joke conducted by Ahmad et al. (2018). The research was also conducted to examine the relationship between joke frequency by knowing the types of jokes and students' involvement. By using a quantitative approach involved 269 respondents, the result showed that types of jokes implied in classroom such as jests, cynics, funny facial expression and funny stories can make a fun learning atmosphere in learning process. Nevertheless, the joke frequency needs to be organized as it can disturb the students' concentration in learning process.

Therefore, by knowing some of the jokes that can create fun learning in the aforementioned study, this current study wants to investigate more about the impacts of other possible jokes that can create fun learning especially in language learning classroom context.

3. Method

Under qualitative study, this study addressed multiple methods such as observation, self-report questionnaire and interview. Each of method has different function in term of collecting the data, first, in order to discover some jokes that most implemented in classroom, the classroom observation was conducted, The last, to explore the impacts of the jokes in language learning classroom deeply, this study delivered interview session.

3.1 Participants and Place

By adopting purposive sampling, classroom learning in a Yogyakarta private university was chosen with two main reasons. First, the classroom included language classroom learning and second, it had a lecturer who frequently implementing jokes. An English lecturer who already had four years minimum for teaching English in the university was participated in this study specifically in the observation process. Then, two students from the classroom observation were selected to do interview process randomly. The two participants used pseudonym, Sara as the first and Clara as the second participant.

3.2 Technique and Procedure

Classroom observation and interview were applied as data collection in this study. The observation was used to find out kind of teacher's joke in real condition of language learning process. It supported by Robson (2002) who exclaimed that observation provides reality situation. After the data were gained, interview was done to identify the impacts of teacher's joke and to validate data based on observation result. Moreover, interview is used in order to gather information, opinion, and idea from participants' experiences with teacher's jokes deeply. As Tuckman (as mention in Cohen & Morrison, 2011) asserted that interview providing access about person's opinion, makes it possible to measure information, preferences and attitudes or beliefs.

The first method to gather the data was done by doing classroom observation. The researchers selected the classroom based on a lecturer who does frequent jokes while implementing teaching process. Prior learning experiences of the researchers are used to choose the lecturer. This observation was completed in a whole classroom learning process. Then, after gathering the data from the observation, the second method was informing the selected participants with a consent letter to do interview, and doing the process by using several tools such as phone recorder and mini note were fulfilled by this study.

3.3 Analysis

The data obtained from interview and observation was analyzed by using content analysis (Cohen et al., 2011). The tool used to analyze the data obtained from observation was note-taking. The notes from observation result were classified based on the research questions. Next, the notes were grouped refer to same points, gave the label, and did interpretation. Last, the researchers combined the data from interview and observation then concluded the results. Besides, the tool used for the interview was coding referred to Saldana (2016). The audio of participant were

transcribed in written text. Then, the researchers did member checking to validate participant's answer and analyze the participant's answer by making the points.

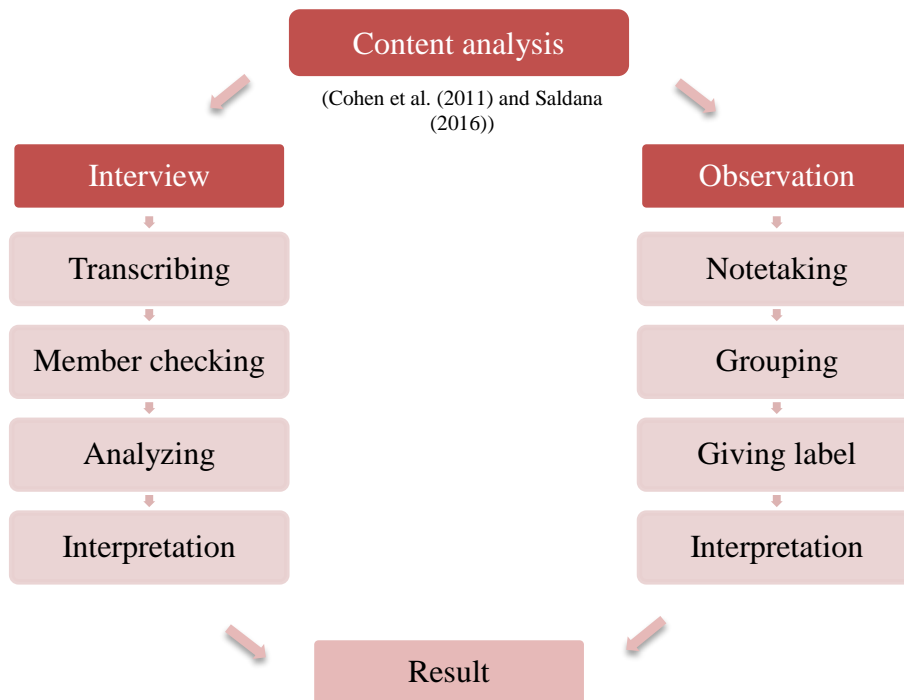


Figure 1: Data Analysis

4. Findings and Discussion

4.1 Kind of the Jokes that Affected Language Learning

After conducting the classroom observation, the current study found some jokes implemented in a classroom language learning by doing observation, as showed in the table below:

Table 1: Kinds of Jokes in Classroom Language Learning

| No | Kinds of Joke | Total | Sentence |
|----|---------------------------------|-------|--|
| 1 | Jokes related to material topic | 1 | - Provide the example of writing test in IELTS using traditional Indonesian food - Mention a funny word related to the material |
| 2 | Underestimating jokes | 4 | - Underestimate a student while discussing about time to end the class - Underestimate herself about inability to do writing test in IELTS - Underestimate herself by Showing a hole in her dress - Teacher mock students' error in saying a word |

| | | | |
|---|---------------|---|---|
| 3 | Funny stories | 2 | <ul style="list-style-type: none"> - Teacher told her experience cheating in school exam - Teacher told a student disease while absent in classroom |
| 4 | Funny words | 4 | <ul style="list-style-type: none"> - Teacher mentioned a sentence linked to trend (religion context) - Teacher suddenly mentioned a funny phrase in the middle explanation - Using a local language (Javanese) - Teacher's puns |

The result of the table above indicated that the kind of jokes implemented in a language learning classroom. Firstly, a joke related to the material topic, even though this kind of jokes appeared twice only, the joke could help the students understand the learning topic easily, as mentioned by Sara, a student in the classroom, "I can get the point easily when the lecturer used the joke, it made me easy to memorize the explanation" (*interview*). In line with the Wojtaszczyk and Smith (2006) used the joke that linked to the learning topic could help the students learning process.

The other three jokes such as the jokes with underestimating, by funny words and funny stories made the whole classroom laughed and the two participants agreed that this kind of jokes did not affect their language learning process. That way, these kind of jokes just took a role as an entertainment in learning process. As a function of entertaining, it resonated with Abdullah (2007) that jokes can reduce boredom and stress while learning process.

4.2 Impacts of the Jokes in a Language Learning

Generally, the teacher's jokes provided several impacts in classroom learning process. On the other hand, only jokes related to material that gave impacts especially on language learning process. The impacts of the teacher's jokes described below:

4.2.1 Relaxing and Reducing Stress

First participant, Sara exclaimed that the teacher's jokes provided a good relationship between teacher and the students because by giving the jokes the students felt more relax with the teacher. The second participant, Clara had the same thought. She explained that usually there was formal situation between teacher and students, however due to teacher's joke, it made the classroom became more comfortable, not clumsy and relaxing. Thus, the students were not afraid to express their ideas. Besides, the jokes also reduced stress. Due to the students often laughing, it made them cope with sleepy and automatically reduce the learning stress. These findings fitted

with Machlev and Karlin (2016) idea that the implementation of appropriate humor or joke made students felt comfortable and got positive emotions. Besides, Baid and Lambert (2010) also added that doing joke can bridge the gap between teacher and learners so they are comfortable in learning process.

4.2.2 Motivating Students

Sara stated that she got motivated and interested to join the class because knowing a funny teacher's character that often made jokes. Meanwhile, Clara said that she felt motivated to study after heard a fun teacher's experience which told about IELTS exam. After listened about her teacher who could not do the IELTS exam well, Clara was motivated to study IELTS diligently. It was suitable to Baid and Lambert (2010) notion that joke is expected to increase students' interest and motivate in learning process. Besides, Mottet, Frymier, & Bebee (2006) asserted that teacher humor or jokes provides positive affect in learning process. They explained the situation could be conducive so it encouraged positive attitudes, high motivation and better academic performance of the learners.

4.2.3 Assisting Students Learning Comprehension

All participants stated that jokes could make them understood the material well. By the teacher's jokes especially the jokes with related to the lesson materials, Sara was able to comprehend and remind the lesson easily. When she recalled the jokes, she would remember the material easily. For instance, the teacher gave unfamiliar vocabulary in her joke, then she tried to find the meaning, and memorized the word easily by imagining the jokes. In doing so, it could increase her vocabulary. In addition, Clara also argued that funny words which related to the materials also could make her understanding became easier.

4.2.4 Creating a Fun Learning

Sara argued that the jokes were similar to amusement because it was fun. So, she enjoyed the material and it was not monotonous. Similarly, Clara asserted that joke could make fun learning in classroom process. Due to the teacher's jokes, the situation in classroom was fun. The students entertained and enjoyed learning process. In addition, the students could participate and engage with the teacher. It was in line with Ahmad et al. (2018), the jokes elements are able to create a fun learning situation among learners.

4.3 Summary of the Findings

To sum up, the impacts of delivering the jokes mostly led to the good impacts toward learning process especially the jokes that related to the materials successfully assisted students' language learning comprehension and motivated them in the process. However, the teachers still should be aware to reduce frequency doing the jokes because students needed serious situation to concentrate. It was in line with Sara, "Too much jokes can disturb my learning process".

5. Conclusion

The present study on exploring the teacher jokes found that there were five main types of jokes implemented in a language learning classroom such as jokes related to the material topic, jokes unrelated to material topic, underestimating jokes, funny stories, and funny words. However, not all the types of jokes influenced the language learning process, only jokes that related to materials gave dominant impacts towards the learning process such as motivated students and assisted student learning comprehension. In general, the impacts of the implemented jokes in the language learning process including made the students relaxed, reduced stress and created fun learning.

Due to the inability of the present study to explore more about the other kinds of the jokes that affected in language learning process which considered as a limitation, still this present study will be useful for the teachers or instructors especially adopting the suitable jokes to be implemented in a language classroom learning process. By knowing the impacts of implementing the jokes, the teachers or instructors may delivering the jokes with certain considerations and it can lead them to create fun learning by using the jokes as materials. Moreover, in order to find broader understanding about the implementation of the jokes, the future research can apply the other methods related to this context of study. By adjusting the variant methods, it can be a way to assist the future work obtains kinds of the joke in language learning deeply.

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